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ABSTRACT

This bibliography identifies over 150 resources that help students understand the interdependent nature of the world. It is designed to be an overview rather than a comprehensive bibliography. Section I reviews books and articles that provide a basis for understanding the development of global education, its background, and basic definitions in the field. Section II contains a listing of instructional resources for specific subject areas and at specific grade levels. Section III lists selected organizations, associations, and other agencies that are a source of many of the items cited throughout the bibliography. Section IV lists books and journals in which research findings on global education are reported. Section V suggests possible sources of information and resources about global education outside traditional bibliographic sources, including courses, private voluntary organizations, foreign students, multinational corporations, news media, religious organizations, travel abroad, community groups, service organizations, agriculture, tourism, and transportation. Publication dates of resources range from 1979 to 1984; when applicable ERIC document numbers are provided. (IS)

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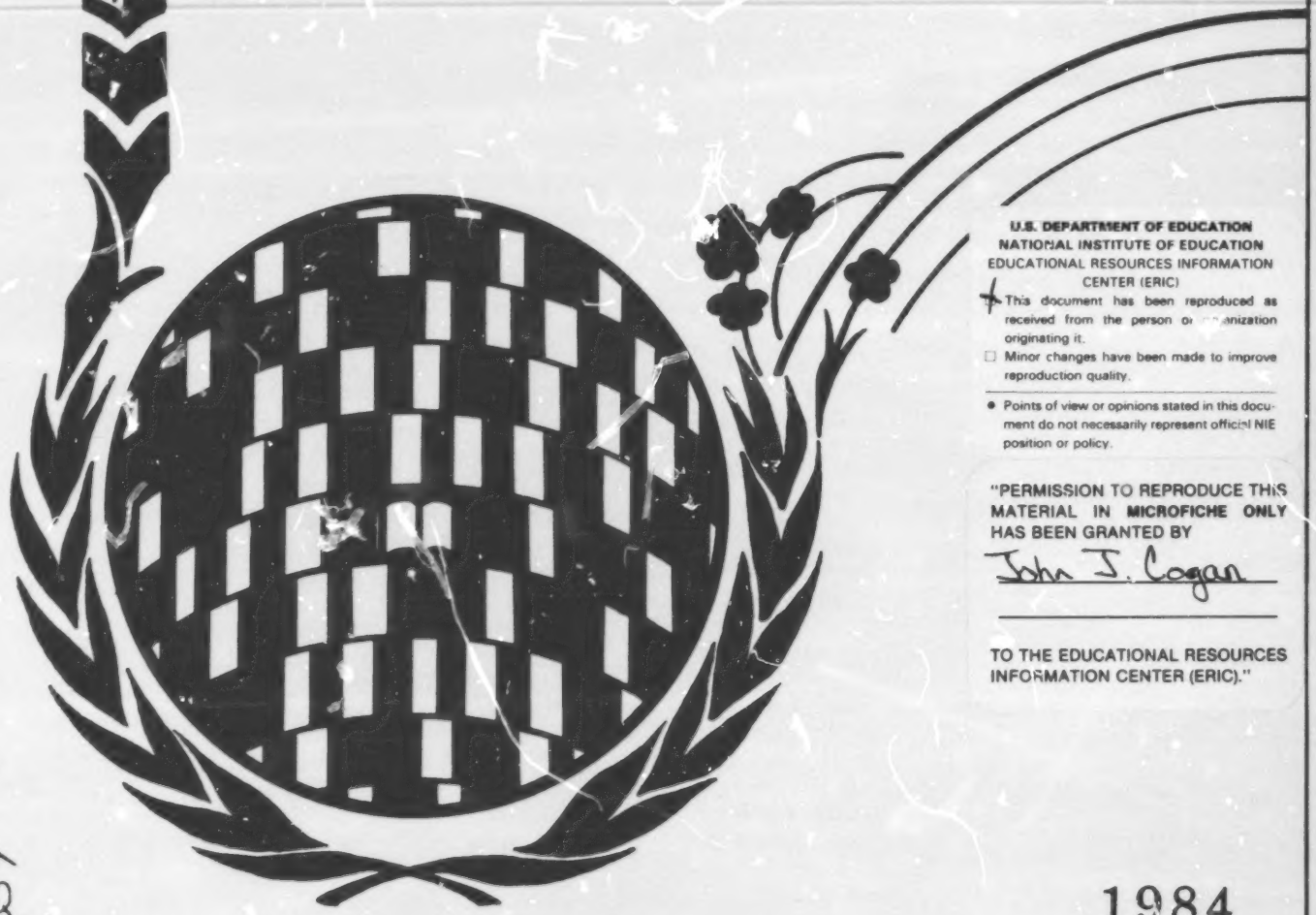
THE GLOBAL CLASSROOM

AN ANNOTATED BIBLIOGRAPHY FOR ELEMENTARY AND SECONDARY TEACHERS



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THE GLOBAL CLASSROOM

AN ANNOTATED BIBLIOGRAPHY

FOR

ELEMENTARY AND SECONDARY TEACHERS

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Introduction

Interest in the area of global education has been growing steadily during the past decade. As more and more educators see the need to help students understand the interdependent world in which they live, adequate resources become imperative. For some time there has been a need for a resource bibliography which teachers could use quickly and effectively, a bibliography which would serve as an overview rather than as a comprehensive compendium.

Mr. William Greese and his associates at the Longview Foundation saw this void and set about to fill it. They are to be commended for their insight.

This Bibliography is the result of a search through over 44,000 books, articles and papers. The main sources were BIP, NBIP, Textbooks in Print, El-Hi, RIE, CIJE, ERIC, Education Index, NICEM microfiche catalog, the catalogs of Libraries at the University of Minnesota and the bibliographic information databases, e.g. ERIC, Social Sciences Citation Index, Education Abstracts, and others.

The Bibliography is designed to be quickly accessible by professional educators while including background information and more specialized research.

The initial section allows access to brief reviews of books and articles that are a basis for analyzing the development of the field of global education. This section provides the background to the field as well as definitions of the same.

The second section includes a listing of materials that may help teachers in identifying instructional resources for use in subject matter areas and at specific school levels.

Section Three lists selected organizations, associations and other agencies which provide a source of many of the items cited throughout the Bibliography. These groups can provide quick reference assistance to the interested and active teacher. Teachers should get on mailing lists of organizations as an excellent way of keeping updated and informed.

Section Four - Research - addresses the interest of those who see the field of global education as an area of knowledge in itself, to be explored and probed in depth.

Although the reader does not need direction to use this Bibliography, one may find it convenient, when reviewing specific instructional materials, to refer to the publishing organizations in Section III, which generally provide newsletters, catalogs of publications and often free and/or inexpensive materials as well. Some information on related research may assist the professional in the routine task of evaluating his/her lesson. We suggest, thus, a Section II, III, IV basic sequence in the use of this Bibliography.

Finally, it should be noted that a "floopy diskette" version of the Bibliography will be available. The text files, originally built on Applewriter II, can be loaded, searched and cross-referenced by word processing software such as Applewriter II, Screenwriter, Appleworks and any compatible programs.

We believe this Bibliography provides teachers and other interested educators, as well as lay citizens, a quick and efficient mode for accessing the field of global education. This is not intended to be a comprehensive bibliography as there are many of these currently available. Rather it is a general reference for those working in this area. The Global Education Center at the University of Minnesota is proud to have had the opportunity to develop this resource with the support of the Longview Foundation.

It would be most inappropriate to close this introductory section without fully acknowledging the role of the persons who actually carried out the work of this project. Ben Bornsztein conducted thorough searches of the literature, helped distill the final entries from more than 44,000 entries and prepared a vast majority of the annotations. Bob Erickson suggested the original format, provided additional entries and read the drafts for accuracy and missing items. Dorothy Marschke entered, revised and proofed the diskette copy many times.

I cannot imagine such an undertaking without their careful devotion to detail and clarity. As Center Director my contributions were clearly advisory and minimal. I do, however, accept full responsibility for the content of the document.

John J. Cogan, Director
University of Minnesota
Minneapolis, MN 1984

Section I.
Background

1. American Federation of Teachers, International Education: Values and Perspectives on Four Human Rights, Office of Education, Washington, DC, 1982.

This handbook is for use in teacher center or school district inservice programs designed to raise the levels of teacher interest, understanding, and involvement in incorporating international education into the curricula of the public schools. The focus upon human rights includes 1) the right to due process and a fair trial; 2) freedom of association; 3) freedom of the press; and 4) the right to vote.

2. Anderson, Lee, Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education, Indiana University, Social Studies Development Center, Bloomington, IN, 1979.

Available from ERIC EDRS, P.O. Box 190
Arlington, VA 22210 (Order # ED214834 50 013 965).

A structured work justifying the importance of global knowledge and values in a personal vision of the world.

3. Anderson, Lee and Becker, James, "Global Perspectives in the Social Studies," Journal of Research and Development in Education, Athens, GA, 1980.

Provides a rationale, goals, and objectives for global education.

4. Archer, Clive, International Organizations, George Allen & Unwin, London, 1983.

International organizations are examined in their history, structure, classifications, roles and functions, as well as probable future. Includes a bibliography.

5. Becker, James M., Education for a Global Society, PDK Fastback #28, Phi Delta Kappa, Bloomington, IN, 1973.

Looking for a brief but penetrating overview of global education? This is it. Becker argues that global education should be seen mainly as the development of skills in information selection and processing, rather than an academic compartment with a body of information to be mastered.

6. Becker, James, "Teaching Global Perspectives", Today's Education, April-May, 1980.

Emphasizes the role of economic interdependence on making world affairs everyone's concern.

7. Becker, James (ed.); Schooling for a Global Age, McGraw-Hill, New York, 1979.

This book presents a strong case for improving and expanding global perspectives in education in American schools. It includes information about exemplary programs at the elementary and secondary school level and an extensive bibliography.

8. Berkley, June, Ed., "Global Education", Focus: Teaching English Language Arts, v8 n2 Winter 1982.

The articles in this collection deal with various methods of global education--education to prepare students to function as understanding and informed citizens of the world. Topics discussed in the 26 articles include: 1) the necessity of global education; 2) global education in the elementary school language arts curriculum; 3) science fiction and global education; 4) student exchange programs as a means of promoting cultural awareness; 5) global education emphasizing Russia; 6) creating a global education curriculum; 7) using an international fair to bring other cultures into the classroom; 8) self-consciousness and planetary consciousness; 9) the World Court; 10) the inspirational, educational values of international arts festivals; 11) lessons to be learned from the internment in the United States of Japanese-Americans during World War II; 12) foreign language study; 13) the expansion of the National Council of Teachers of English to a worldwide organization; and 14) creating a global awareness through genealogy.

9. Boyer, Ernest L., "The Globe, The Nation, and Our Schools." Kettering Review, Winter 1984.

This article is a condensation of comments in Boyer's introduction to the Carnegie Foundation's report, High School: A Report on Secondary Education in America, Carnegie Foundation, New York, 1983.

10. Brown, Jeffrey and Gotsch, Paula, Compilators, Coalition Building for Global Perspectives: A Process and Resource Manual, New Jersey Consortium for Global Education, Montclair, NJ, 1983.

This manual describes the experience of the New Jersey Consortium for Global Education in organizing a statewide project to increase emphasis on international education in the classroom.

11. Cogan, John J., "Global Education: Opening Children's Eyes to the World," Principal, v61 n2 p8-11, November 1981.

The mounting number of problems and conflicts confronting all nations requires interdependent, cooperative action. Young students, beginning in kindergarten, need to be offered a global education in order to understand and cope with future world problems. This article offers suggestions for implementing a curriculum with a global perspective.

12. Collins, H. Thomas; Zakariya. Sall; Banks, Getting Started in Global Education, National Association of Elementary School Principals, Arlington, VA, 1982.

The articles and background information in this publication will be useful to K-12 principals and teachers interested in starting a global education program.

13. Curricular Dimensions of Global Education, Pennsylvania State Department of Education, Harrisburg, 1979.

The document discusses the curricular implications of global studies for teachers of all subjects and grade levels, emphasizing that the global approach can facilitate the integration of knowledge.

14. Dalgaard, Bruce, and Schug, Mark C., "What Do Global Concerns Mean for U.S. Educators", Educational Leadership, V.41,N.1, p.63-64, September 1983.

Information sources and suggestions for ways students can study how their community connects with the rest of the world.

15. Edmonds, Edward, Innovation and International Education. Prince Edward Island, Canada, 1981. ERIC # ED210202.

Objectives and realities of education for international understanding, cooperation, and peace are examined. Information is presented in six major sections: meanings of international education, UNESCO's international curriculum, ideal core curriculum for a university-level world studies course, innovative programs about international understanding, need for world peace, and a bibliography of peace-related references.

16. "Education with a World View," Principal, vol. 61, no. 2, November, 1981, National Association of Elementary School Principals, Washington, D.C., 1981.

Documents the need for a world view and a rationale to understand the increasing multicultural and interdependence trends. Immediate action in elementary school settings is recommended.

17. Fonte, Michael J., "Past as Prologue: A Current Issues Rationale for a Global Perspective," Educational Research Quarterly, v8 n1 p108-11, 1983.

International studies give the broad background needed for a truly global education. Area studies complement this approach by offering specificity to the issues and providing perspectives that break ethnocentric and nationalistic molds, giving students the world picture as seen through the eyes of other peoples.

18. "Global Education: Adding a New Dimension to Social Studies." Social Education, 41:1 (January 1977).

This entire issue of Social Education is devoted to global education. Of particular interest to teachers is the article on "Peoria and the World" that illustrates how the connections between local and global activities can be used in the school curriculum.

19. "Great Decisions 1985," Foreign Policy Association, New York, 1985.

Concise summaries and discussion of questions relating to eight current foreign policy or world issues. Topics include: "Soviet Leadership in Transition", "Population Growth", "Future of the Atlantic Alliance" and "The Iran-Iraq War" among other issues.

20. Guidelines for Global Education, State of Michigan Department of Education, Lansing, MI, 1978.

Some states (MI, MN) have outlined specific goals to furnish the student with an understanding and awareness of global interdependence, as well as examples of experiences that would facilitate the accomplishment of these goals.

21. Hanvey, Robert G., An Attainable Global Perspective, Center for Global Perspectives (see Organizations Section), New York, 1978.

Describes elements that contribute to the formation of a global perspective-consciousness, including "state of the planet" awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices.

22. Hanvey, Robert G., "Global Education--Stage II," California Journal of Teacher Education, V.10,N.1, p.1-10, Winter 1983.

In the past, global education has concentrated on altruistic concerns, such as the world environment, peace, and international understanding. Its definition, however, should be expanded; global education should help solve the problems of individuals, groups, and nations by offering sophisticated understanding of rapidly changing global conditions.

23. Hanvey, Robert G., "Possibilities for International/Global Education. A Report." Global Perspectives in Education, Inc., New York, NY, 1979.

To provide an overview of objectives, practices, and needs of international/global education programs in elementary and secondary schools, the report investigated four areas--successful international/global programs, curriculum opportunities, teacher commitment, and opportunities in non-school education.

24. Hoppes, David S., Intercultural Education, Phi Delta Kappa Educational Foundation, Bloomington, IN, 1980.

This pamphlet presents a persuasive case for a conceptual approach to global or intercultural education which emphasizes cultural pluralism and global interdependence. Suggests cultural identity is an important element in efforts to develop global perspectives.

25. Kauffman, J., Draper, L., "Futurism and Future Studies," National Education Association, 1976.

Defining "the future" as a "zone of potentiality" the authors justify the importance of future studies due to complexity, national interdependence and acceleration of change. Future-oriented education relates all subject matter to the future needs of the student, is interdisciplinary, stimulating, creative and emphasizes skills over knowledge. References and bibliography are included.

26. Kobus, Doni Kwolek, "The Developing Field of Global Education: A Review of the Literature," Educational Research Quarterly, v8 n1 p21-28 1983.

This review presents a conceptualization of global education. The literature reveals that there is a need to improve U.S. students' perspective of the world as an interdependent system; reveals the developmental nature of learning in global education; and points out the need to assess the impact of current global education programs.

27. Lamy, Steven, "Defining Global Education," Educational Research Quarterly, v8 n1 p9-20 1983.

This paper describes the debates which have contributed to the conceptual development of global education. The meaning of global education is clarified by exploring the relationship between various world views and the purposes of global education. The author contends that these perspectives determine the content and purpose of global education.

28. Leestma, Robert, "Education for a Global Age: What is Involved?," Vital Issues, Vol. XXVIII, No. 7, Center for Information on America, Washington, CT, 06793, March, 1979.

Identifies five main elements in global education as "unity and diversity of mankind", "intergenerational responsibility", and "international cooperation", and summarizes major arguments for immediate and widespread improvements in education with a global perspective.

29. Lewis, Darrell R., Dalgaard, Bruce R., Eds., "The World Economy: An Overview," Social Education, v8 n1 p 14-15 January 1984.

Americans are more aware than ever of the interdependence of the global economy. With this awareness comes a need for a better understanding of world economics.

30. Mische, Gerald and Mische, Patricia, Toward a Human World Order, Paulist Press, New York, 1977.

Presents ways of thinking about how global and local issues are related to one another and how citizens may help to bring about a more just world policy.

31. Muessig, Raymond H., Ed., Gilliom, M. Eugene, Ed., Perspectives of Global Education: A Sourcebook for Classroom Teachers, Ohio State University, Columbus, OH, 1981.

Three major areas are addressed to broaden educator's understandings of global education and its applications: 1) definitions for global perspectives and the need for them in general and global education curricula; 2) global education from humanistic, historical, geographical, political, economical, anthropological, and scientific and technological perspectives; and 3) an overview of instructional methods and materials for global education.

32. Muller, Robert, Need for Global Education, Global Interdependence Center, World Affairs Council, Philadelphia, 1978.

Cites improved living conditions on earth, increased population and the advent of a dense network of interdependencies on earth as evidence of the need for global education and the formulation of a new ethics.

33. Murphy, Elaine M. and Cancellier, Patricia, "Teacher's Guide to the Future," Interchange (Population Education Newsletter), V.11, N.4, December 1982.

A brief introduction to futures education, an annotated listing of resources, and three ready-to-use student activities are provided.

34. Naisbitt, John, Megatrends. Ten New Directions Transforming Our Lives, Warner Books, New York, 1982.

An analysis of the political, societal and economic developments that will shape our future. Includes discussions of global interdependence, national economy, world economy and North-South Relations.

35. National Council for the Social Studies (see Organizations section), "Position Statement on Global Education," Washington, D.C., 1981.

A statement outlining what should be emphasized in global studies in social studies classrooms.

36. Otero, George G., "Global Education and School Improvement," Educational Research Quarterly, V.8,N.1, p. 96-99, 1983.

For global educators, school improvement will mean a change in school culture, methods, norms, procedures--a change to reflection upon the meaning, use, and organization of information as a key learning process. Helping schools improve will mean assisting the local school in responding to changes that have yet to occur.

37. Schukar, Ron, "Curriculum Development and Global Perspectives: Challenges and Responses," Educational Research Quarterly, v8 n1 p91-95, 1983.

This paper explores some of the reasons why global perspectives education has not found its way into the school curriculum. Also it offers some strategies for implementing global perspectives education in school programs.

38. Stanley, C. Maxwell, Managing Global Problems: A Guide to Survival, Stanley Foundation, Muscatine, Iowa, 1979.

In this comprehensive work, crucial issues of global scope are analyzed: Peace and Security, Disarmament, World Economic Order, Development, Population/Resource Balance, Biosphere, and Human Rights. main avenues and factors in their complex solutions are advanced, a call for global commitment is expressed.

39. Tucker, Jan, "Internationalizing Global Education: A Professional Priority for the 1980s," paper presented at the National Conference on Professional Priorities: "Shaping the Future of Global Education", Easton, MD, May 19-22, 1982.

Recommendations made for internationalizing global education involve the collection of information about global education, the creation of a professional organization, the meeting together of interested individuals in a major conference, and the development and creation of further opportunities to increase global awareness.

40. Woyach, Robert B. and Remy, Richard C., "A Community-Based Approach to Global Education," Theory into Practice, v21, n3, p177-83, Summer 1982.

A community-based approach to global education is outlined. Three techniques for applying the approach are described: 1) using community organizations and individuals involved in international activities as instructional resources; 2) exploring local/global linkages to demonstrate student ties to the world; and 3) integrating global lessons into required curricula.

41. U.S. Commissioner of Education Task Force on Global Education: Report with Recommendations, Office of Education, Washington, DC, 1979.

The report identifies the nature and purpose of global education, outlines steps that have been taken to develop global perspectives within the educational system.

42. World Information Sources, "Global Guide to International Education," Facts on File Publications, New York, 1984.

This comprehensive guide includes several sources of information on international affairs, cultural relations, and world issues, resources for elementary, secondary, and undergraduate international/intercultural studies and global education, educational exchange organizations, international studies programs and offices, research centers and agencies, international travel studies and research in professional education, grants, awards and fellowships sources and many other items. Organized with a practical focus, it is indexed by publication, organization and subject, and lists selected resources for country studies.

Section II.
Instructional Resources

1. Ahl, David H., Editor, Computers in Science and Social Studies: A Sourcebook of Ideas, Creative Computing Press, Morris Plains, NJ, 1983.

Discusses the uses of computer simulations in the classroom and provides descriptions plus actual programs in Basic of simulations in ecology, energy, and population.

2. Alger, Chadwick, "Enhancing the Efficacy of Citizen Participation in World Affairs," Chapter V. Citizenship and Education in Modern Society, Proceedings of the Symposium on Citizenship and Education, Columbus, OH, 1980.

An introduction to the basic rationale underlying the community-based approach to world affairs education. The article summarizes the work of the Columbus in the World project and presents insights into educational needs applicable to all communities.

3. Anderson, Charlotte C., "Global Education in the Classroom," Theory into Practice, v21 n3 p168-76, Summer 1982.

Global educators must teach about other societies as integral parts of a worldwide system. Students must learn to project themselves into alternative cultural perspectives and to recognize cultural influences on their own outlook. Learning activities and materials for developing a global perspective in elementary and secondary classrooms are suggested.

4. Anti-Defamation League of B'nai B'rith, Fulfilling the American Dream: 1913-1983. Human Relations Catalog for the School, Church and Community, New York, NY, 1983.

This catalog lists over 1200 human relations educational materials for elementary and secondary school students, including print and audio/visual listings. Part 1 focuses on prejudice, discrimination, and intergroup relations. Part 2 describes over 80 materials concerning ethnic and minority students and represents Asian Americans, Blacks, Hispanics, Native Americans and women. Part 3 deals with teaching methods and materials. Part 4 lists materials representing a broad spectrum of political views. Part 5 deals with the Holocaust.

5. Asian American Bilingual Center, Bibliography of Materials, Berkeley, CA, 1981.

This annotated bibliography of social studies materials, language arts materials, mathematics materials and miscellaneous publications was developed by the Asian American Bilingual Center. The materials are organized in the form of kits designed for ten weeks of instruction in each of three curriculum levels: identity, needs, and interaction.

6. Backler, Alan, (ed.), "The Geographic Route to a Global Perspective." Intercom 101. Global Perspectives in Education, Inc., New York, NY.

A sequence of eleven lessons helps students discover the effects of culture on our perception of and relationship to the environment. Students examine the relationships between human survival needs and the environment, and the influence of culture on how we meet our basic needs. Developed in cooperation with Indiana University's Social Studies Development Center.

7. Bafa-Bafa: A Cross-Cultural Simulation. Source: SII, Social Studies School Service (see Organizations section). 1984.

Students are divided into two cultures--the Alpha culture which is a warm, friendly, patriarchal society and the Beta culture which is foreign speaking and task oriented. Observers go from one culture to the other and have to cope with the strangeness of a foreign culture.

8. Baldwin, Harriet, Ross-Larson, Bruce, and Quinn, Gerald M., The Development Data Book, The World Bank, Washington, D.C., 1984.

Published to foster better understanding of economic development, the book is a teaching program for secondary schools based on social and economic statistics. Activities about "Life Expectancy", "Adult Literacy Rate", "Population Growth Rate", "GNP per Capita" and " Merchandise Exports" are supported by charts, test and worksheets.

9. Brodbelt, Samuel, "Global Interdependence - Increasing Student Awareness." Social Studies, v72 n3 p103-06, May-June 1981.

Suggests approaches and strategies for teaching about global interdependence in elementary and secondary schools. Also provides an example of a junior high school lesson about the United States and its future relationship with Mexico. Students construct a futures wheel and displays showing trade agreements, travel exchanges, and economic and medical interchanges.

10. Cleaveland, Alice, Craven, Jean, and Danfelser, Maryann, "Universals of Culture," Intercom 92/93, New York, Global Perspectives in Education, 1979.

This handbook offers an approach to the study of cultures using functions which culture serves and which are found in some form in every culture. Lessons, activities and stories are used in dealing with such universals as: play and recreation, arts, social control, language and communication, and world view.

11. Conner, Maurice W. (ed.), A Global Approach to Foreign Language Education, National Textbook Co., Skokie, IL, 1981.

Includes rationale, strategies and activities for expanding the global emphasis in foreign language classrooms.

12. Communication Learning Aids Series, Intercultural Communicating, David M. Kennedy Center for International Studies, Provo, UT, 1981.

Self-instructional publications with critical incident exercises. Teaches about concepts of importance to people in 12 different cultures.

13. Culturgram Series, David M. Kennedy Center for International Studies, Provo, UT, 1984.

Four-page briefings covering customs, manners, and life-styles on 81 countries. All Culturgrams updated fall 1982 through summer 1983. Socio-economic statistics, new maps, addresses of embassies and national tourist offices are added.

14. Explosion: A Simulation of a Society's Struggle to Solve Its Population Problems, 1980-2015. Source: Social Studies School Service (see Organizations Section).

The entire class becomes the population of Scioto and researches the problem of crowding, population growth, and resource planning. Students then role-play citizens, task forces, senators, and representatives in designing a law to solve population-related problems.

15. Fitch, Robert and Svengalis, Cordell, Futures Unlimited: Teaching About Worlds to Come, National Council for the Social Studies, Bulletin 59, Washington, D.C., 1979.

Summarizes many of the approaches to the study of "the future." Offers practical suggestions for incorporating future studies in the curriculum and provides a wealth of bibliographic references.

16. "Global Education," Theory Into Practice (XXI, no. 3), The Ohio State University, Columbus, Ohio, Summer 1982.

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This special issue of Theory Into Practice contains articles on goals, cross-cultural experiential learning, teacher training and a community-based approach to global education.

17. Global Futures Game. Source: Social Studies School Service (see Organizations section).

Students play the roles of decision-makers in the world regions. While trading, negotiating, and planning for the future, they try to maintain or achieve adequate living standards for their people by limiting or increasing population, selling or buying food, and limiting or advancing technological development.

18. Hough, Lindy and King, David C., " World Views Through the Arts." Global Perspectives in Education, New York, 1979.

Over 20 activities use art, dance, crafts, poetry, music and advertising to analyze themes such as living with change and the universal desire to create.

19. How To Build A Better Planet, National Public Radio cassettes #OP-80-08-08, 1 hour.

In this survey of the problem of unequal distribution of wealth and power, experts conclude that we must redesign our "blueprint" for the future in order to thrive.

20. Indiana and the World, Social Studies Development Center, Indiana University, Bloomington, IN, 1980.

The first attempt to utilize the perspective developed by Chadwick Alger and Columbus in the World in classroom materials for elementary and secondary teachers. These materials have provided a prototype upon which many subsequent state-in-the-world materials were based. At least 25 state versions have appeared under the structure of "Your State and the World", all of them very informative and didactic. City versions have also appeared (St. Peter, Minnesota in the World, San Diego in the World, etc.). State department of education specialists usually promote the use of the versions. Lessons in state-in-the-world materials generally introduce students to specific state or local international activities, including the international linkages of the students themselves. Most materials packages include lessons on global issues, tying these issues to questions about local life styles or futures.

21. Johnson, Jacquelyn, and Benegar, John, "Global Issues in the Intermediate School," Social Education, February 1983.

With a brief introduction to the importance of global awareness, global interdependence and cross-cultural understanding, 3 lessons (Globingo, Fill 'Er Up, and International Road Signs) are presented as examples.

22. Kenworthy, Leonard S., Free and Inexpensive Materials on World Affairs, World Affairs Materials, Kennett Square, PA, 1983.

An extensive listing of materials categorized by world areas and issues.

23. Kenworthy, Leonard S., ed., Helping Boys and Girls Discover the World: Teaching About Global Concerns and the United Nations in Elementary Schools, The United Nations Association of the United States of America, New York, 1978.

Classroom suggestions for teaching a global perspective. Contains many useful ideas and resources. Written for elementary and junior high school teachers primarily.

24. Kidron, Michael and Segel, Ronald, The New State of the World Atlas, Simon and Schuster, New York, 1984.

This atlas provides information and interpretation--much of it in the form of maps and graphs--in regard to such worldwide concerns as energy, food, military power, trade and mineral resources. There is a guide entitled "Activities Using the State of the World Atlas."

25. King, David, "Education for a World in Change: A Report," Intercom 96/97, Global Perspectives in Education, New York, 1980.

Includes description of successful programs, defines terms, answers questions people ask about global education.

26. King, David, Branson, Margaret S. and Condon, Larry, Education for a World in Change, A Working Handbook for Global Perspectives, Center for Global Perspectives, New York, 1976 (Intercom, 84/85).

A handbook for curriculum infusion that offers perspectives on the 21st century. Includes avenues for change in education, and sample lessons for grades K-12. Topics included are: Talking with our hands (K-3), Planning a park (4-6), What use is an electrical toy? (7-9), and Agenda for Space (10-12).

27. Lamy, Steve, and others, Teaching Global Awareness with Simulations and Games, Social Studies School Services, Culver City, CA, 1981.

A set of simulations in which students participate in realistic world situations. Topics include: food distribution, ethnic identity and interdependence.

28. Lamy, Steve L., and others, Teaching Global Awareness Using the Media. Grades 6-12, Global Awareness Series, Center for Teaching International Relations, Denver University, Denver, CO, 1981.

This teaching guide on global awareness contains 15 media-related activities for students in grades 6-12. The objective is to help students see how the media affect their opinions and the roles the media plays in world affairs.

29. Lessons for International Studies Grades K-12, Parts I and II. Office for Social Studies, Western Illinois University, Macomb, IL, 1982.

Two packets of lessons and activities suitable for use in elementary and secondary classrooms.

30. Mehlinger, Howard, Global Studies for American Schools, National Education Association. New York, 1979.

In this work, which uses the structure of the Indiana University Social Studies Development Center's Global Studies Project, the author proposes a rationale for global studies ,sample lessons for the middle grades, and procedures for the evaluation of instructional materials.

31. Minnesota K-12 Task Force on Contemporary World Studies, Learner Outcomes and Sample Activities for Elementary Education, Social Studies Resource Center, St. Louis Park Schools, St. Louis Park, MN, 1984.

Elementary school activities have been categorized into the six themes developed by the Task Force: Understanding Diversity, Emerging Interdependent Systems, Effective Working Relationships, Nature and Process of Change, World Conditions, and Global Trends.

32. Otero, George G. and Moeller, Carol, Teaching Reading in the Social Studies, A Global Approach, Center for Teaching International Relations, University of Denver, Denver, CO, 1978.

A guide with teaching activities focusing on reading and thinking skills. Provides models to be adapted to social studies topics. Also provides basic tools for assessing the readability of social studies texts with special techniques for using maps and newspapers.

33. Rafa-Rafa A less complex version of Bafa-Bafa, Social Studies School Service (see Organizations section), 1984.

BEST COPY AVAILABLE

34. Rosengren, Frank, Wiley, Marylee C. and Wiley, David S., Internationalizing Your School: A Handbook and Resource Guide for Teachers, Administrators, Parents and School Board Members, National Council on Foreign Language and International Studies (See Organizations Section), New York, 1983.

A detailed and very useful material, it includes background references, models of innovative programs and step-by-step plans of action and resources for internationalizing the school curriculum.

35. Seelye, Ned H., Teaching Culture: Strategies for Intercultural communication, National Textbook, New York, 1984.

A very practical work, emphasizing the relationship between language and culture, the book provides information on the goals of cultural instruction, and includes a very useful source bibliography.

36. Shaw, Frances, "Introducing the Kindergarten Child to the Global World", Georgia Social Science Journal; v15 n1 p16-25 1984.

This unit of study relies primarily on children's literature to achieve global education objectives. Outlined in the unit are performance indicators, resource materials needed, learning activities, and skills.

37. Sny, Chris, Global Education: An Implementation Plan and Resource Guide, SDE, Wisconsin, 1980.

This guide contains a rationale, plan, and bibliography for the implementation of a K-12, district wide, global education program. An annotated bibliography comprises about half the publication.

38. Steinbrink, John E., "Listing Techniques for Global Education," Journal of Geography; v82 n6 p276-78, November-December 1983.

The contemporary world is international in character, and students must develop a global perspective. Presents three different listing activities on global topics for upper elementary and intermediate students. Listing techniques develop the cognitive skills of fluency, flexibility, originality, and higher-order rule making.

39. Switzer, Kenneth A. and Mulloy, Paul T., Global Issues: Activities and Resources for the High School Teacher, Social Science Education Consortium, Boulder, CO, 1979.

Provides an introduction to teaching about current global issues. Topics include energy, world trade, human rights, foreign aid and technology. lesson plans, student handouts, and a guide to classroom resources are included in the volume.

40. "Teaching Global Issues Through Simulation: It Can Be Easy," Intercom #75, Global Perspectives in Education, New York, NY, 1974.

Features the games "Grab the Bananas" and "The Road Game." Students learn about competition and cooperation, teamwork and chaos, perception and misperception, communication and conflict. Has advice for teachers on improving simulation techniques and information on more games.

41. "Teaching Toward Global Perspectives II," Intercom 79, Global Perspectives in Education, New York, NY, 1984.

Includes activities on a variety of important global education concepts such as conflict, interdependence, change and development.

42. The World Bank, Toward a Better World, World Bank Educational Materials, Washington, D.C., 1983.

A most useful multimedia kit about economic development, including printed materials and sound filmstrips. It comprises an "Introduction to Economic Development" and case studies of India, Kenya and Mexico, with teaching guides and students pamphlet and books.

43. The World Bank, World Development Report 1984 (Illus.), Oxford University Press, New York, 1984.

A comprehensive statistical summary, with charts and maps. Very useful at the secondary level.

44. Third World Village Life, National Public Radio cassettes #FC-81-12-11, 1/2 hour.

Author Richard Critchfield describes his 12-year exploration of village life and culture throughout the world. Comparing villages and lifestyles, he notes how readily these cultures can adapt to Western technology and society.

45. Turnovers — A game of mental stimulation with moves and countermoves. Players can design an almost infinite variety of game boards by choosing from 6 sections that can each be rotated. Object of the game is to build "bridges" - 3 tiles of the same color in a row. But when you land on a dot, all adjacent tiles TURNOVER! Ages 6-adult. 1 to 4 players. For IBM PC (tm). Requires 64K, disk drive, IBM Color/Graphics Monitor Adapter and IBM DOS.

46. United Nations Development Education Directory For Non-Governmental Organizations in Industrialized Countries, UN Non-Governmental Liaison Service, Geneva, Switzerland, 3rd edition, January, 1983.

Part I of the Directory lists those UN System offices which can make available services, printed materials and/or audio-visuals particularly suitable for development education. Part II lists other UN offices which can supply information susceptible to adaptation in the classroom. Part III indicates other services to NGOs, such as procedures for accreditation at UN conferences, and lists UN Information Centres in 14 industrialized countries. Finally, Part IV explains how to obtain UN System statistics and publications.

47. Vetter, Dr. Charles T., Citizen Ambassadors, Guidelines for Responding to Questions Asked about America, David M. Kennedy Center for International Studies, Provo, UT, 1982.

Collection of 60 of the most frequently asked questions about the United States and a nonconfrontational style of responding to such questions. Questions and stylized answers are the work of Dr. Charles T. Vetter, Jr., former senior executive training officer with the Foreign Service Institute and now a leading consultant and lecturer. Section topics covered include American Culture and Society, American Government, Americans in the World Economy, and American Foreign Policy. Epilogue summarizes useful guidelines for interpersonal exchanges with those from other countries.

48. Wilson, Angene, "People, the Forgotten Resource in Intercultural Education", Social Studies, v70 n6 p258-64, November-December, 1979.

Describes procedures for bringing persons of other cultures into the classroom. Teacher, student, and cultural informant responsibilities are listed and a diagram of a model for a successful intercultural experience is provided.

49. "World Eagle", The Monthly Social Studies Resource, 64 Washburn Avenue, Wellesley, MA, 02181.

Maps, facts and graphs depicting national and global data. Includes up-to-date information about issues such as energy, population, food and the economy. Published monthly except for July and August.

50. World Issues. Teachers Manual and Duplicative Masters. Social Science Skills: Activities for the Secondary Classroom, Educational Resources Center, Teachers College, Columbia University, NY, 1981.

A varied and detailed repository of materials of quick accessibility at the secondary level, with some evaluation examples.

Section III.
Organizations and Agencies

1. AFS International/Intercultural Programs, Inc.
   313 East 43rd Street
   New York, NY 10017
   (212) 661-4550

2. American Council on the Teaching of Foreign Languages
   P.O. Box 408
   Hastings-on-Hudson, NY 10706
   (914) 478-2011

3. Bay Area Global Education Program (BAGEP)
   Note: BAGEP is composed of # 14, 26 and 31.

4. Brigham Young University
   David M. Kennedy Center for International Studies
   Publication Services
   Box 61 FOB
   Provo, UT 84602

5. Center for Public Education in International Affairs
   School of International Relations
   University of Southern California
   Los Angeles, California 90089-0043
   (213) 743-4214

6. Center for Teaching International Relations
   Publications, Dept. S
   University of Denver
   Denver, CO 80208
   (303) 871-3106

7. Council for European Studies
   1404 International Affairs Building
   Columbia University
   New York, NY 10027
   (212) 280-4172

8. Educators for Social Responsibility
   23 Garden Street
   Cambridge, MA 02138
   (617) 492-1764

9. Foreign Policy Association
205 Lexington Avenue
New York, NY 10016
(212) 481-8450

10. Global Awareness Program
Florida International University
School of Education
Tamiami Campus
Miami, FL 33199
(305) 552-2664

11. Global Learning Software is a registered trademark of Global Learning, Inc., a non-profit educational organization dedicated to fostering global perspectives.

Global Learning Inc., 40 South Fullerton Avenue, Montclair, NJ 07042

12. Greenhaven Press, Inc.
577 Shoreview Park Road
St. Paul, Mn 55112
(612) 482-1582

13. Global Perspectives in Education, Inc.
218 East 18th Street
New York, NY 10003
(212) 475-0850

14. GPE(West Coast Office)
Mills College Station
P.O. Box 9976
Oakland, CA 94613

15. Las Palomas de Taos
P.O. Box 3194
Taos, New Mexico 87571
(505) 758-9456

16. Mershon Center
Ohio State University
199 West 10th Avenue
Columbus, OH 43201
(614) 422-1681

17. National Association of Elementary School Principals
1920 Association Drive
Reston, VA, 22091
(703) 620-6100

18. National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091
(703) 860-0200

19. National Council for the Social Studies
3501 Newark Street,N.W.
Washington, D.C 20016
(202) 966-7840

20. National Council on Foreign Language and International Studies
605 Third Ave., 17th Floor
New York, N.Y. 10158
(212) 490-3520

21. Oxfam America
115 Broadway
Boston, MA 02116
(617) 482-1211

22. Private Agencies in International Development, and American Council on Voluntary Agencies for Foreign Service (PAID/ACVAFS)
2101 L Street, N.W., Suite 916,
Washington D.C. 20036
(202) 822-8429

200 Park Avenue South
New York, NY 10003
(212) 777-8210

23. Religion in Human Culture Center
6300 Walker Street
St. Louis Park, MN 55416
(612) 925-1776

24. Social Studies School Service
10,000 Culver Boulevard, Dept.Y3
P.O. Box 802
Culver City, CA 90230
(213) 839-2436

25. Social Studies Development Center (SSDC)
2805 East Tenth Street
Indiana University
Bloomington, IN 47405
(812) 335-3838

26. Stanford Program on International and Cross-Cultural Education
Room 200, Lou Henry Hoover Building
Stanford University
Stanford, CA 94305

27. The Stanley Foundation
420 East Third St.
Muscatine, IA 52761
(319) 264-1500

28. United Nations Association of the United States of America
300 East 42nd Street
New York, NY 10017
(212) 697-3232

29. Western European Area Studies Center
University of Minnesota
Minneapolis, MN 55455
(612) 373-2680

30. Women in World Area Studies
6300 Walker Street
St. Louis Park, MN, 55416
(612) 925-3632

31. World Affairs Council (California)
312 Sutter St., #200
San Francisco, CA, 94108

32. World Affairs Council (Philadelphia)
John Wanamaker Store
13th. and Market Street
Philadelphia, PA 19107
(215) 563-5363

33. World Bank
World Bank Publications
P.O. Box 37525
Washington, DC 22013
(202) 477-1234

34. World Eagle
64 Washburn Avenue
Wellesley, MA 02181

35. World Game Projects, Inc.
International House 3701
Chestnut St. Philadelphia, PA 19104
(215) 387-0220

DIRECTORIES

1. Becker, James and Merryfield, Merry, Strengthening International Studies in Schools. A Directory of Organizations, Social Studies Development Center, Indiana University, Bloomington, IN, 1984.

Provides an annotated list of selected organizations that offer materials and services for internationally aware elementary and secondary educators.

2. Crum, Martha J., Ed., The Global Yellow Pages: A Resource Directory, Global Perspectives in Education, New York, NY, 1981.

This catalog cites 182 organizations and agencies providing international education curriculum materials, teacher training, and consultation.

3. Third World Resource Directory: A Guide to Organizations and Publications, Thomas P. Fenton and Mary J. Heffron, Orbis Books, 1984.

A comprehensive guide to Third World resources, with potential providers of classroom materials.

SOME DESCRIPTIONS

1. Council for Intercultural Studies and Programs, Inc. (CISP)
   777 United Nations Plaza, Suite 9 A
   New York, NY 10017.

CISP is a cooperative, nonprofit association of some 500 colleges and universities organized to promote the idea that an educated person today, and in the future, needs an understanding of more than one culture. CISP conducts, with the help of both public and private funds as well as the auspices of CISP members, several workshops and conferences on the new directions and old problems for intercultural studies in undergraduate education. CISP publishes Intercultural Studies Information Service (ISIS) monthly, and other practical materials for study and teaching.

2. International Council on Education for Teaching
   1 Dupont Circle, Suite 616
   Washington, DC 20036
   (202)887-0685

ICET is a non-governmental organization member of the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

3. Population References Bureau
   2213 M Street N.W.
   Washington, D.C. 20037
   (202) 785-4664

Publishes a variety of reports, bulletins, maps, simulations and handbooks suitable for use in secondary schools. Especially useful in study of world and national population trends.

4. Society for Intercultural Education, Training and Research,
   Georgetown University, Washington, DC.
   (202) 296-4710

The Society (SIETAR) is an international professional association designed to serve scholars and practitioners working in intercultural and international fields.

Section IV. Research

1. Adams, Jan S. and Waldman, Marilyn R., Ed., Transnational Approaches of the Social Sciences: Readings in International Studies University Press of America, New York, 1983.

International studies in Anthropology, Geography, Economics, Political Science, Sociology, Psychology and History reveal common trends in comparative social inquiry. Conclusions of higher level are obtained

2. Anderson, Randall C., "Geography's Role in Promoting Global Citizenship," NASSP Bulletin; v6 n464 p80-83 September 1983.

Modern geography instruction should contribute to multidisciplinary global studies by making students aware of human modification of the earth's environment and of the relationships between human behavior, culture, and the natural habitat.

3. Becker, James, Improving International Understanding in Elementary and Secondary Schools: A Study of Six Projects, Social Studies Development Center, Indiana University, Bloomington, IN, 1982.

Six global education projects funded under (or with purposes similar to) Title III of the Elementary and Secondary Education Act are evaluated.

4. Berman, Sarah, and others, Annotated Bibliography of Materials for Developing Cultural Understanding and Global Awareness in the Elementary School, Arizona State University, Tempe, AZ, 1980.

This guide 1) discusses criteria for selecting materials for use in K-8 cultural awareness programs; and 2)includes an annotated bibliography of materials located in the Project Resource Center housed in the College of Education at Arizona State University, Tempe.

5. Braun Jr., J. A., "The Role of Consciousness Education in Developing A Global Perspective." Social Studies, September/October 1983.

The author describes some theories and techniques of consciousness education, a movement that intends to use psychological states of consciousness and their cultural context to improve teaching and learning. A special role for the ideas in development and understanding of global awareness across a variety of disciplines is foreseen.

6. Cambridge Women's Peace Collective Staff, Ed., My Country is the Whole World: An Anthology of Women's Work on Peace and War, Pandora, Routledge and Kegan, 1984.

One of the best anthologies on the topic, it offers detailed information on the global scope of women's concerns.

7. Collins, H. Thomas, Global Education and the States: Some Observations, Some Programs and Some Suggestions, Washington, D.C.: Chief State School Officers, 1978.

Realistic and comprehensive analysis of current efforts in global education in the United States and down-to-earth suggestions about strategies to advance the field.

8. Conte, A. E., and Cavaliere, L.A., "Are Students Being Educated for the 21st Century? . An Infusion Model for Global Perspectives", Social Studies. 73:74-9, March/April 1982.

An infusion (inspiration, introduction, animation) model of global perspectives, composed of process, content and philosophy dimensions is described. Global education is not viewed as an educational strand in the curriculum, but rather as an infusion into existing curricula of concepts and attitudes relevant to global issues and interdependence.

9. Cornbleth, Catherine, and others, "Toward Global Perspectives", Social Studies Journal, Spring, 1979.

Identifies common themes underlying various approaches to global education. Four characteristics of global perspectives programs are that they are holistic, humanistic, conceptually based, and issue oriented.

10. Council on Learning, Educating for the World View, Change Magazine Press, New Rochelle, NY, 1980.

The first of a series of publications by the Council on Learning's Education and The World View project. The project focuses on research and development of global studies at the undergraduate level of university education.

11. Decker, Barbara Cooper, "Cultural Diversity, Another Element to Recognize in Learning Styles," NASSP Bulletin v67 n464 p43-48 September 1983.

Differences in learning styles and achievement may be due to diverse cultural environments.

12. Freeman, Robert E., "Effective Workshop Processes for Global Education", California Journal of Teacher Education, v10 n1 p40-56, Winter 1983.

Generic workshop processes which lead to successful teacher training and enhance skills and concepts for global education are outlined. The processes, used in the Bay Area Global Education Program (see Organizations section), include: 1) setting clear objectives; 2) developing teamwork; 3) supporting and encouraging post-workshop follow-up; and 4) listing additional resources.

13. Gardner, William E., and Howey, Kenneth R., "A Current Profile of the American Teacher, American Teacher Training, and Work Context: Implications for International Education," University of Minnesota, Minneapolis, 1983.ERIC ED 232987

Descriptive data on characteristics of preservice and inservice teachers are examined, and modal aspects of preservice and inservice training are analyzed. The context of teaching is briefly examined from the vantage point of both current and evolving expectations for and demands upon teachers in the United States. Each of these factors is explored in terms of implications for the type and modality of international education they suggest.

14. Global Education: Major Reform, National School Boards Association, 1980-1981 Task Force Report, NSBA, Washington, D.C., 1981.

A report offering a rationale for global education in the schools.

15. Hahn, Carole L., "Global Education Beyond: Consciousness Raising or a Good Idea is Not Enough," Social Studies Teacher, v3 n2 p1,4, November-December 1981.

Reviews studies which indicate that students and teachers throughout the United States would be interested in more global studies within the social studies curriculum and suggests ways in which educators can alter the social studies curricula to reflect these interests.

16. Haley, Frances, Ed., "Ethnic Studies Sampler: The Best of the Title IX Project Materials," Social Science Education Consortium Boulder, CO, 1981.

A comprehensive, very useful sampler of ethnic studies materials organized in three major sections: materials for classroom use, materials for assessment and curriculum design and materials for teacher training. Describes additional resources.

17. Hughes, Gail, Compilator, Intercultural Education Bibliographies, Minnesota, 1981.ERIC ED 220362

Over 250 books, journals, films, educational programs and kits, teachers' guides, other bibliographies, and publishers concerned with multicultural education in the secondary and elementary schools are listed. Most entries were published after 1970.

18. Mitsakos, Charles L., National Association of Elementary School Principals Global Education Project Evaluation Report, Massachusetts, 1980.

The report evaluates a global education project which was carried out during the 1978-79 school year by 18 teachers from 6 elementary schools in Virginia, Maryland, and the District of Columbia. Conclusions are that a global education program can make a difference and can be successfully integrated into an existing social studies program.

19. Myers, Donald W., Ed., Catalog of Resources on International Understanding , Southwest Educational Development Lab, Austin, TX, 1981.

This catalog provides elementary and secondary educators with resources on global education, including alphabetical listing of publishers and distributors and addresses.

20. National Association for Foreign Student Affairs, Cross-Cultural Learning in K-12 Schools: Foreign Students as Resources, Washington, DC, 1982.

Approaches to the effective use of foreign students as educational resources within the elementary or secondary school classroom to increase international understanding among Americans are addressed. The report lists current programs, current publications, and research in progress.

21. National School Boards Association, NSBA Bibliography on Multicultural Education, Washington, DC, 1979.

Topics include: resources for policy development, desegregation and race relations, human relations, values, cross-cultural communication, instructional materials, bilingual education, and English as a second language. In addition, the document lists journal articles, media resources, and other bibliographies on multicultural education.

22. Shane, Harold G., and Tabler, M. Bernardine, Educating for a New Millennium: Views of 132 International Scholars, Phi Delta Kappa, Bloomington, IN, 1981.

Interviews with international scholars in the natural and social sciences about the future of education. Part 1 discusses educating for a new millenium. Concepts include the increasing interdependence among nations and people everywhere, and the need for students to develop carefully examined values. Part 2 discusses what kind of schooling, what kind of lifelong education and what sort of learning experiences will be part of the future.

23. Skeel, Dorothy J. and others, Children and the World: A Global Education Curriculum Project for the Elementary School, National Association of Elementary School Principals, Arlington, VA, 1981.

A three-year global education curriculum project involved over 400 children in inner city, suburban, rural, large, and small elementary schools in Maryland, Virginia, and Washington ,DC. The purposes of the project were to present the concept of global education to principals as well as teachers and to provide a forum for developing ways to use global education in their classrooms.
The volume is divided into five parts: organization, curriculum framework for global perspective, training workshops in the schools, and evaluation.

24. Taher, H., Energy: A Global Outlook: The Case for Effective International Co-operation, Pergamon Press, New York, 1984.

In consideration of Energy as a global issue, cooperative solutions and international collaboration are proposed. Collective managing responsibilities are underlined.

25. Tye, B., "Global Education Research: A Partial Agenda for the Future," Educational Research Quarterly, 8:48-54, 1983.

This article is a formative introduction of a major curriculum development and teacher training program conducted by GPE (see Organizations section). Not intended as a program education report on materials, observed lessons, teacher and student attitudes etc., but as an identification of topics for future research and programmatic efforts in global education.

26. Urso, Ida, Teacher's Resource Manual on Worldmindedness: An Annotated Bibliography of Curriculum Materials, Kindergarten through Grade Twelve, California University, Los Angeles, CA, 1982.

Bibliographic entries are presented in five categories: 1) Farther Reaches of Human Nature, including spiritual dimension and holistic education, 2) Global Education and Futuristics, including world order and the United Nations, 3) Interdependence and Global Problems, including development, energy, environment, and food, 4) Peace, including aggression, disarmament, nonviolence, and social justice; and 5) General and Miscellaneous, including cultural awareness for young children, institutional violence, ethnocentrism, and contributions of women throughout history.

Section V.
Keeping Updated

A bibliography can be very useful for informing one about materials and information that exist for a specific topic such as global education. It seems equally necessary for today's educators to stay abreast of current developments in other ways. The purpose of this concluding section is to provide a checklist for some of the ways this updating can be identified. In no way is this listing a complete directory of non-bibliographical sources; rather it is a random attempt to point out some major sources, as well as some often overlooked possibilities, for global involvement. Everything in this publication is a suggested starting point. It is only with your continued effort and dedication that you will continue to be better informed about the shrinking, interdependent world we all share.

Goal Setting

It is important to set your goals so you can focus on a direction in which to move. The goal(s) could be personal - to know more about global education, to better understand our interdependent world; educational - to find materials for a particular class or to develop specific teaching units; or professional - to prepare for a change in a teaching assignment or facilitate change within a school or a department.

After your goals have been set and/or identified, it is important to follow this by stating them to someone. Goals can be realistically shared with family, close friends, teachers in your department/grade levels, and administrators. Equally as vital as setting goals is to state and share them, otherwise the likelihood of actually pursuing them is minimal.

Action Plan

Once it has been determined what your goals and objectives are, you need to develop an action plan that will enable you to pursue these goals. Much has been written about the elements of good planning and it is not the purpose of this bibliography to dwell on the process. Rather, you should consider the following check list to help identify areas where you can continue to be informed and involved about what's happening in, and where you can learn about, the world about you.

CONFERENCES: They exist for many curriculum areas and special interests, as well as for staff development, school change, effective instruction, and international understanding.

National O Regional O State O Local O

COURSES: Check schools in your area - colleges, universities, community - for specific courses, seminars and specialty issues. Keeping abreast of inservice possibilities within one's own school district can be very helpful.

PRIVATE VOLUNTARY ORGANIZATIONS: These groups are concerned about the complex issues facing Third World countries. They are interested in developing contacts in schools, and can provide a wide variety of resources to assist educators. Examples include Bread for the World, CARE, CODEL, Impact on Hunger, Oxfam America, UNICEF, Overseas Development Council, Peace Corps, and the United Nations Non-Government Liaison Services.

FOREIGN STUDENTS: This is a most logical, and yet often overlooked, source for understanding other peoples and cultures. Check local high schools in addition to the International Student Office at neighboring colleges and universities.

MULTINATIONAL CORPORATIONS AND INTERNATIONAL BUSINESSES: Many businesses - both large and small - have international dealings and this involves sending their representatives to other countries and/or hosting foreign visitors to your local area.

NEWS MEDIA: Newspaper - the quality of the "world news" varies greatly from paper to paper. Yet, each has news connections around the world and should be made aware of your needs. Television - as with the newspapers, the quality varies even locally, but the international access is also there. Radio - consider more than the standard AM-FM stations. Ham radio operators are possibly the most global communicators, and some would relish an invitation to visit your class.

RELIGIOUS AFFILIATIONS: Most organized religious organizations have international connections either through their origin and founding, or with current projects and visitors. These sources are available in nearly every community.

TRAVEL ABROAD: Numerous opportunities exist for travel, study and teaching.

COMMUNITY GROUPS: To some observers these are synonymous with pressure groups; to others it just means civic or special interest groups. Either way, your community has groups who are in contact with similar interests in other parts of the world.

SERVICE ORGANIZATIONS: Separate from the community groups and the business organizations would be Rotary International, Lions, Red Cross, YMCA/YWCA, I.O.O.F., Kiwanis, etc.

AGRICULTURE: Major farm organizations are international in that they are involved with foreign trade and marketing. Farm machinery, crops and markets are transnational.

TOURISM: A great study of ethnic heritage can be made from the festivals that are held to honor ethnic and culture connections. Tourism offices can be a source of information for these events. Don't ignore possibilities for visitors that come to your community. Tourism offices often handle these.

TRANSPORTATION: Many forms of transportation can provide international linkages. Airlines are the most obvious, but they carry air freight in addition to passengers. There are shipping sources for river traffic leading to ocean-going vessels, with the same services existing for interstate railroads. Don't ignore the automobile - there are literally hundreds of examples of foreign-produced cars in most shopping center parking lots.

College of Education
University of Minnesota

Global Education Center

Current Program and Priorities

The Global Education Center serves the needs and interests of students, faculty, in-service teachers and others in the area of global education. Through its outreach program, Global Education Minnesota (GEM), GEC sponsors conferences, workshops, educational study tours, course and program development assistance. GEC provides consultation and resources on global education and information on exchange/study abroad programs.

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